



Congaree Elementary

1221 Ramblin Road
West Columbia, SC 29172

Grades	2-5 Elementary School	
Enrollment	425 Students	
Principal	Jeff Becker	803-755-7430
Superintendent	Dr. Venus Holland	803-739-8399
Board Chair	Beth Branham	803-739-4708

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	Good
2005	Average	Below Average
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

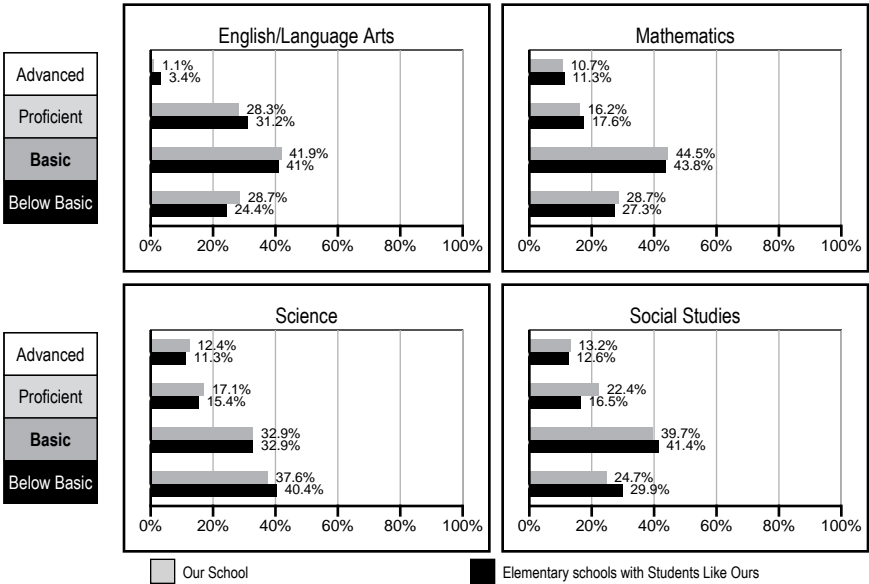
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	55	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=425)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.1%	Down from 3.2%	2.9%	2.3%
Attendance rate	95.0%	Down from 95.2%	96.0%	96.3%
Eligible for gifted and talented	11.3%	Down from 12.2%	8.0%	10.4%
With disabilities other than speech	14.7%	Up from 14.2%	9.0%	7.5%
Older than usual for grade	0.5%	Up from 0.2%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	69.0%	Down from 71.9%	54.5%	56.7%
Continuing contract teachers	75.9%	Down from 78.1%	78.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.4%	Up from 86.8%	86.3%	86.4%
Teacher attendance rate	94.0%	Down from 95.3%	94.7%	94.9%
Average teacher salary	\$47,059	Up 2.0%	\$45,014	\$45,345
Professional development days/teacher	25.2 days	Up from 13.3 days	13.0 days	12.6 days
School				
Principal's years at school	1.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.4 to 1	18.3 to 1	18.5 to 1
Prime instructional time	87.9%	Down from 89.8%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,473	Down 6.9%	\$7,296	\$7,052
Percent of expenditures for instruction*	72.3%	Up from 70.8%	68.4%	69.1%
Percent of expenditures for teacher salaries*	70.1%	Up from 67.4%	63.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Congaree Elementary School is a public, rural elementary school located southeast of the Columbia Metropolitan Airport in South Congaree, a community of approximately 2,500 residents. The school first opened in 1959 and, today, serves 415 students in the 2nd–5th grades. Congaree Elementary School has been fully accredited through SACS since 1971. Our school motto shares the feeling one gets upon entering the building: "At Congaree, Our Character Always Counts!"

With new building administration, the school has seen some change over the past year. New initiatives this school year include purchasing nearly 600 new books for the Media Center, adding computers to the media center and classrooms, and adding LCD projectors and document cameras for classroom teacher use. We began using Compass Learning to assist students with reading and math skills. We initiated a SMART (Start Making A Reader Today) Room for 2nd graders to help these students improve their reading skills. A comprehensive after-school tutoring program combined direct instruction with computerized assistance to supplement underperforming students. The school leadership team began following the professional learning community model as a way of looking at learning, best practice, and staff development. During this past spring, we began looking at a new means of classroom management through drama and tableaux.

Our School Improvement Council and Parent Teacher Organization actively support the teaching and learning at Congaree Elementary school through various projects. The PTO purchased new curtains for our stage, sponsored a Family Fun Night, a roller skating night, and a spring dance. Our school raised funds for St. Jude Children's Hospital, Zig the Pig, and over \$3000 for Jump Rope for the American Heart Association. To encourage parent participation and involvement, we hosted a Family Reading Night, a Family Math Night, book fairs, parenting classes, a Veteran's Day celebration, May Day festivities, Grandparents' Week, Author's Tea, and Awards Day. Students participated in character education, Congaree Careers, after-school drama club, after-school Chorus, two after-school writing clubs, and a before-school walking club.

We look forward to great advances in teaching and learning in the upcoming school year through our literacy intervention, RIT band instruction, and added technology. We thank our parents and community members for their constant support for our school.

Jeff Becker, Principal
Todd Feaster, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	101	109
Percent satisfied with learning environment	96.6%	88.0%	83.8%
Percent satisfied with social and physical environment	96.6%	87.0%	87.9%
Percent satisfied with school-home relations	82.8%	91.0%	83.8%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.9%	0.0%	No
Student attendance rate	95.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	306	100	28.1	41.7	28.4	1.8	41	45.4	48.2	No	Yes
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Gender											
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Male	156	100	35.9	39.3	22.1	2.8	34.5	37.4	41.7	N/A	N/A
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Female	150	100	19.5	44.4	35.3	0.8	48.1	53.6	55	N/A	N/A
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Racial/Ethnic Group											
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White	231	100	23.1	43.8	31.7	1.4	45.7	55.4	60	Yes	Yes
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African American	65	100	45	31.7	21.7	1.7	26.7	30.2	31.7	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	34.5	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status											
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Disabled	70	100	61.5	24.6	10.8	3.1	21.5	14.3	16	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
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English Proficiency											
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Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	29.9	36.9	I/S	I/S
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Socio-Economic Status											
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Subsided meals	227	100	30.6	38.8	29.2	1.4	38.3	35.1	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	306	100	28.1	45.3	16.2	10.4	40.3	47.1	45.8	No	Yes
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Gender											
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Male	156	100	28.3	40	20.7	11	44.8	45.7	45.6	N/A	N/A
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Female	150	100	27.8	51.1	11.3	9.8	35.3	48.4	45.9	N/A	N/A
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Racial/Ethnic Group											
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White	231	100	23.6	45.2	18.8	12.5	45.7	58.2	59	Yes	Yes
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African American	65	100	45	45	6.7	3.3	20	28.5	26.9	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status											
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Disabled	70	100	53.8	33.8	9.2	3.1	23.1	19.9	17.1	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
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English Proficiency											
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Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	41.6	38.7	I/S	I/S
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Socio-Economic Status											
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Subsided meals	227	100	31.6	40.2	18.2	10	39.2	36.6	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	196	100	36.8	33.3	17.8	12.1	29.9	39.6	35.7	95	95.8
Gender											
Male	102	100	31.9	37.2	13.8	17	30.9	40.5	37.4	95.3	95.7
Female	94	100	42.5	28.8	22.5	6.3	28.8	38.7	33.8	94.8	95.9
Racial/Ethnic Group											
White	143	100	31.2	37.6	17.6	13.6	31.2	51.9	49.2	95	95.7
African American	45	100	56.1	22	17.1	4.9	22	19.8	17	95.1	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	96.3	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	28.7	24.9	95.8	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	96.2
Disability Status											
Disabled	50	100	51.1	34	10.6	4.3	14.9	18.6	14	95.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	N/A	97
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	24.1	24.4	96.6	95.8
Socio-Economic Status											
Subsided meals	148	100	40.3	32.1	15.7	11.9	27.6	27	21.1	94.5	95.4

Social Studies

All Students	193	100	24.9	39.5	22.6	13	35.6	35.4	34	95	95.8
Gender											
Male	102	100	26.8	35.1	26.8	11.3	38.1	38.6	36.6	95.3	95.7
Female	91	100	22.5	45	17.5	15	32.5	32.1	31.3	94.8	95.9
Racial/Ethnic Group											
White	141	100	23.3	38	24	14.7	38.8	44.2	44.5	95	95.7
African American	45	100	31.7	43.9	17.1	7.3	24.4	21.8	19.1	95.1	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	96.3	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.4	27.5	95.8	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	96.2
Disability Status											
Disabled	44	100	41.5	36.6	22	0	22	17.7	14.4	95.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	N/A	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.7	27.3	96.6	95.8
Socio-Economic Status											
Subsided meals	145	100	27.6	38.8	23.1	10.4	33.6	28.4	21	94.5	95.4

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	89	100	25	39.5	32.9	2.6	35.5
	4	107	100	17.7	47.9	32.3	2.1	34.4
	5	115	99.1	35.1	41.2	21.6	2.1	23.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	104	100	23.7	42.3	32	2.1	34
	4	84	100	32.4	33.8	31.1	2.7	33.8
	5	118	100	29	46.7	23.4	0.9	24.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	89	100	39.5	40.8	13.2	6.6	19.7
	4	107	100	24	41.7	20.8	13.5	34.4
	5	115	99.1	30.9	42.3	15.5	11.3	26.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	104	100	29.9	50.5	10.3	9.3	19.6
	4	84	100	25.7	35.1	24.3	14.9	39.2
	5	118	100	28	47.7	15.9	8.4	24.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	46	100	51.4	27	21.6	0	21.6
	4	107	100	33	31.9	20.2	14.9	35.1
	5	58	98.3	42.6	23.4	17	17	34
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	29.2	43.8	25	2.1	27.1
	4	84	100	35.1	27	20.3	17.6	37.8
	5	59	100	46.2	32.7	7.7	13.5	21.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	43	100	23.7	31.6	42.1	2.6	44.7
	4	107	100	29.8	38.3	21.3	10.6	31.9
	5	56	100	39.1	37	15.2	8.7	23.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	4.2	54.2	31.3	10.4	41.7
	4	84	100	27	36.5	23	13.5	36.5
	5	59	100	40	30.9	14.5	14.5	29.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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